Paradise Unified School District
School Board LCAP Update
February 21, 2017

Michelle John
Educational Services
February 2017
LCAP Data
To be used for 2017-2020 LCAP

- CAASPP Student Achievement Data (Previous Updates)
- Stakeholder Survey Data
- Stakeholder Meetings Feedback Data
- Current LCAP Goals Update Data
2016-2017 Survey Results

- Student
- Parent
- Staff
Student Survey Results
667 Responses
**Student Results**

(Grades 4-12)

**Student Participation by School**

- PINT, 9.7%
- PHS, 7.2%
- PES, 25.3%
- PRS, 27.5%
- ELA, 4.1%
- CED, 6.4%
- RDV, 10.6%
- HRAS, 0.2%
- PON, 9.0%

**Student Participation by Grade Level**

- 4th, 25.1%
- 5th, 21.5%
- 6th, 15.1%
- 7th, 7.5%
- 8th, 9.2%
- 9th, 2.0%
- 10th, 6.4%
- 11th, 7.2%
- 12th, 5.9%
Summary
(Grades 4-12)

My school provides all the books and supplies I need to learn while at school.

My school contacts my parents if I am late or absent from school.
Summary
(Grades 4-12)

I regularly receive encouragement from teachers to work hard and to do my best.

- Agree: 412
- Sort Of: 166
- Disagree: 46
- I Don't Know: 14

My teacher calls or writes my parents/guardians when I am struggling with my schoolwork.

- Agree: 204
- Sort Of: 130
- Disagree: 151
- I Don't Know: 142
Summary
(Grades 4-12)

I regularly receive encouragement from regular school staff (aides, yard duty, office staff) to work hard and to do my best.

- Agree: 246
- Sort Of: 237
- Disagree: 115
- I Don't Know: 39

I regularly receive encouragement from my principal to work hard and to do my best.

- Agree: 326
- Sort Of: 171
- Disagree: 102
- I Don't Know: 41
Summary
(Grades 4-12)

I look forward to coming to school every day.

- Agree: 264
- Sort Of: 232
- Disagree: 109
- I Don't Know: 28

My school is clean, safe, and in good condition (such as the bathrooms and drinking fountains).

- Agree: 169
- Sort Of: 274
- Disagree: 172
- I Don't Know: 22
Summary
(Grades 4-12)

My school prepares students for future college OR career paths.

- Agree: 332
- Sort Of: 154
- Disagree: 68
- I Don't Know: 82

Are you able to do your homework in a timely manner?

- Yes: 364
- Sort Of: 226
- No: 46
Summary
(Grades 4-12)

Have you ever felt pressure to make a bad decision?

- Yes: 197
- Sort Of: 175
- No: 264

Are you comfortable asking your teachers for help?

- Yes: 347
- Sort Of: 179
- No: 113
Summary
(Grades 4-12)

Students bullying other students is a problem at my school.

- Agree: 251
- Sort Of: 186
- Disagree: 132
- I Don't Know: 63

I feel safe while at school.

- Agree: 352
- Sort Of: 197
- Disagree: 58
- I Don't Know: 28
Parent Survey Results
250 Responses
Summary
Parents

My school effectively addresses attendance/chronic absenteeism issues.

- Strongly Agree: 75
- Agree: 103
- Neutral: 30
- Disagree: 10
- Strongly Disagree: 5
- I Don't Know: 44
- N/A: 6

My child has good attendance.

- Strongly Agree: 166
- Agree: 86
- Neutral: 14
- Disagree: 2
- Strongly Disagree: 2
- I Don't Know: 0
- N/A: 1
Summary

Parents

My child's school has adequate instructional supplies.

My EL child's English is improving.
Summary
Parents

My child's teacher provides high-quality instruction.

- Strongly Agree: 104
- Agree: 91
- Neutral: 42
- Disagree: 19
- Strongly Disagree: 12
- I Don't Know: 4
- N/A: 0

My child's class size is appropriate.

- Strongly Agree: 58
- Agree: 107
- Neutral: 39
- Disagree: 49
- Strongly Disagree: 12
- I Don't Know: 5
- N/A: 1
Summary

Parents

My child's classroom has the technology tools to engage them in learning.

- Strongly Agree: 68
- Agree: 130
- Neutral: 36
- Disagree: 20
- Strongly Disagree: 8
- I Don't Know: 7
- N/A: 3

My child has access to a Chromebook device.

- Strongly Agree: 50
- Agree: 82
- Neutral: 33
- Disagree: 28
- Strongly Disagree: 4
- I Don't Know: 16
- N/A: 16
Summary

Parents

Students at my child's school treat each other with respect.

- Strongly Agree: 29
- Agree: 87
- Neutral: 50
- Disagree: 50
- Strongly Disagree: 39
- I Don't Know: 13
- N/A: 2

Staff members at my child's school treat students with respect.

- Strongly Agree: 75
- Agree: 121
- Neutral: 43
- Disagree: 18
- Strongly Disagree: 11
- I Don't Know: 5
- N/A: 0
Summary

Parents

Bullying is a problem at my child's school.

- Strongly Agree: 49
- Agree: 67
- Neutral: 63
- Disagree: 39
- Strongly Disagree: 18
- I Don't Know: 32
- N/A: 2

Drug and/or alcohol use is a problem at my student's school.

- Strongly Agree: 46
- Agree: 47
- Neutral: 35
- Disagree: 44
- Strongly Disagree: 40
- I Don't Know: 48
- N/A: 11
Summary

Parents

My child is physically safe at school.

If I had a concern with school safety, I would be comfortable notifying administration.
Staff Survey Results
107 Responses
**Summary Staff**

Participation by Employee Type (107 responses)

- 66% Certificated Employee
- 34% Classified Employee

District and site leadership provide support for instructional strategies, curriculum implementation, and ongoing professional development opportunities.
Summary Staff

PUSD provides adopted instructional materials that are in alignment with the California State Standards.

- Strongly Agree: 23
- Agree: 46
- Disagree: 16
- Strongly Disagree: 19
- I do not have enough info or knowledge to respond

PUSD fosters a culture of continual improvement.

- Strongly Agree: 28
- Agree: 65
- Disagree: 10
- Strongly Disagree: 1
- I do not have enough info or knowledge to respond
Summary

Staff

Regular collaboration time is provided for staff to share best practices in their areas of expertise.

District and site leadership provide opportunities for all stakeholders to participate in the educational decision-making process.
Summary
Staff

I have adequate time and resources to attend to individual students' needs.

- Strongly Agree: 11
- Agree: 36
- Disagree: 36
- Strongly Disagree: 16
- I do not have enough info or knowledge to respond: 7

PUSD school sites offer a variety of programs for students to be engaged in the community.

- Strongly Agree: 15
- Agree: 35
- Disagree: 29
- Strongly Disagree: 23
- I do not have enough info or knowledge to respond: 5
**Summary**

**Staff**

My school offers adequate counseling services that provide support for social emotional concerns that impact attendance and conduct.

PBIS strategies are working at my school.
Summary
Staff

My school effectively addresses attendance and absenteeism.

- Strongly Agree: 24
- Agree: 37
- Disagree: 23
- Strongly Disagree: 8
- I do not have enough info or knowledge to respond: 14

My school provides interventions and alternatives to student suspension.

- Strongly Agree: 13
- Agree: 37
- Disagree: 25
- Strongly Disagree: 8
- I do not have enough info or knowledge to respond: 23
Summary
Staff

Discipline procedures for dealing with students consistently and fairly are followed by administrator(s) at my school.

Discipline procedures for dealing with students consistently and fairly are followed by teachers at my school.
Summary
Staff

My school climate fosters a feeling of safety, security, and support.

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>24</td>
<td>67</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>I do not have enough info or knowledge to respond</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The school where I work is clean, safe and in good repair.

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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</thead>
<tbody>
<tr>
<td>Number</td>
<td>14</td>
<td>34</td>
<td>39</td>
<td>19</td>
</tr>
<tr>
<td>I do not have enough info or knowledge to respond</td>
<td>1</td>
<td></td>
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</tr>
</tbody>
</table>
Stakeholder Group Results
# 2016-2017 Stakeholder Summary

## Meetings:

<table>
<thead>
<tr>
<th>LCAP Forum Ponderosa Elementary</th>
<th>Instructional Advisory</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCAP Forum Pine Ridge School</td>
<td>Classified Advisory</td>
</tr>
<tr>
<td>LCAP Forum Paradise High School</td>
<td>Student Advisory</td>
</tr>
<tr>
<td>Future Ready Advisory</td>
<td>Parent Advisory</td>
</tr>
<tr>
<td></td>
<td>Community Advisory</td>
</tr>
</tbody>
</table>
## 2016-2017 Stakeholder Summary

<table>
<thead>
<tr>
<th>Item/Service</th>
<th>Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compassionate, highly trained teachers</td>
<td>66</td>
</tr>
<tr>
<td>Challenging/up-to-date curriculum</td>
<td>32</td>
</tr>
<tr>
<td>Counseling (Behavioral &amp; Academic)</td>
<td>26</td>
</tr>
<tr>
<td>Sports 6-12</td>
<td>20</td>
</tr>
<tr>
<td>Technology (STEAM)</td>
<td>15</td>
</tr>
<tr>
<td>Student Recognition</td>
<td>8</td>
</tr>
<tr>
<td>Safety</td>
<td>9</td>
</tr>
<tr>
<td>CTE</td>
<td>8</td>
</tr>
</tbody>
</table>
2015-2017 LCAP Actions and Services Data
Goal #1:
Paradise Unified School District will graduate students who have received high quality common core aligned curriculum and instruction that promotes college, career, and civic readiness, with academic interventions in place, to eliminate barriers to student success.
<table>
<thead>
<tr>
<th>LCAP Goal #1 Data Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Increase student achievement by 5% in number of students meeting or exceeding CA CCSS as measured by SBAC ELA/Math results</strong></td>
</tr>
<tr>
<td><strong>Increase by 5% number of eighth grade students entering high school at grade level in ELA and Math as measured by the district-wide summative math assessment</strong></td>
</tr>
<tr>
<td><strong>Increase by 3% number of students who score ready for college level ELA and Math as measured by EAP results</strong></td>
</tr>
<tr>
<td>LCAP Goal #1 Data Results</td>
</tr>
<tr>
<td>---------------------------</td>
</tr>
<tr>
<td><strong>Increase by 3% the percentage of students who have passed at least one AP exam with a score of 3 or higher</strong></td>
</tr>
<tr>
<td><strong>Increase by 3% the number of unduplicated students who meet the a-g UC or CSU entrance requirements</strong></td>
</tr>
<tr>
<td><strong>Increase by .5% district-wide graduation rates</strong></td>
</tr>
<tr>
<td><strong>Increase by 5% students enrolled in a CTE class</strong></td>
</tr>
</tbody>
</table>
## 2015-2016 LCAP Goal #1 Data Results

<table>
<thead>
<tr>
<th>Goal Description</th>
<th>Result</th>
<th>Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase by 5% the number of students completing a CTE Pathway Program</td>
<td>The % of students completing a CTE pathway decreased by 26.38%. This is due in part to the new state CTE reporting system and our CTE data was incorrectly reported to CalPads. <strong>Expected outcome was not met.</strong></td>
<td></td>
</tr>
<tr>
<td>Increase by 3% the number of EL students who met the reclassification standards</td>
<td>The % of EL students who met reclassification standards grew by .5%. <strong>Expected outcome was not met.</strong></td>
<td></td>
</tr>
<tr>
<td>Increase by 3% the number of EL students who grew by one language level as measured by CELDT</td>
<td>The % of EL students who grew by one language level increased by .2%. <strong>Expected outcome was not met.</strong></td>
<td></td>
</tr>
<tr>
<td>Master schedules will be modified to reflect that all students have equal access to all course offerings as measured by master schedules</td>
<td>Developing and maintaining the master schedule is a year around process that involves administrators, teachers, and district office personnel. Each year the master schedule is modified based on student course requests. Students are able to take a particular course through independent study if they are not able to fit it into their schedule. (ex. Spanish 4 and AP Government).</td>
<td></td>
</tr>
</tbody>
</table>
Goal #2: Paradise Unified School District will provide staff with differentiated professional development focusing on full implementation of CA CCSS infused with educational technology and the STEAM philosophy.
### 2015-2016 LCAP Goal #2 Data Results

<table>
<thead>
<tr>
<th>Objective</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% of classrooms will have implemented ELA CA CCSS as measured by anecdotal documentation</td>
<td>100% of classroom teachers have implemented ELA CA CCSS as measured by staff survey. <em>Expected outcome was met.</em></td>
</tr>
<tr>
<td>100% of classrooms will have implemented Mathematics CA CCSS as measured by anecdotal documentation</td>
<td>100% of classroom teachers have implemented Math CA CCSS as measured by staff survey. <em>Expected outcome was met.</em></td>
</tr>
<tr>
<td>95% of teachers will have participated in CA CCSS professional development</td>
<td>100% of classroom teachers have participated in CA CCSS professional development as measured by staff survey. <em>Expected outcome was met.</em></td>
</tr>
<tr>
<td>100% of teachers will move across the implementation rubric a minimum of one level in each of the areas of CA CCSS implementation in both ELA/Literacy and math as measured by the BCOE Implementation Metric</td>
<td>This was difficult to measure as staff changed during the two years. Implementation levels rose for both ELA and Math.</td>
</tr>
<tr>
<td>LCAP Goal #2 Data Results</td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td><strong>100% of PUSD teachers and staff will be appropriately assigned by</strong> credential</td>
<td>99% of PUSD teachers are appropriately assigned by credential. One high school math teacher is on a state waiver. <em>Expected outcome was not met.</em></td>
</tr>
<tr>
<td><strong>100% of classrooms will have sufficient CA CCSS instructional materials</strong></td>
<td>100% of PUSD teachers report they have appropriate CA CCSS instructional materials as measured by Williams Act reporting. <em>Expected outcome was met.</em></td>
</tr>
<tr>
<td><strong>100% of students will have daily access to technology devices</strong></td>
<td>100% of PUSD teachers report that students have daily access to technology devices. <em>Expected outcome was met.</em></td>
</tr>
<tr>
<td><strong>50% of teachers will have participated in professional development focused on the SAMR model (enhancing technology integration training)</strong></td>
<td>53% of PUSD teachers report that they have participated in professional development focused on the SAMR model. <em>Expected outcome was met.</em></td>
</tr>
<tr>
<td><strong>50% of teachers will have participated in professional development focused on an integrated STEAM philosophy</strong></td>
<td>57% of PUSD report that they have participated in professional development focused on an integrated STEAM philosophy. <em>Expected outcome was met.</em></td>
</tr>
</tbody>
</table>
Goal #3:
Paradise Unified School District will provide positive, safe and engaging learning environments and systems of supports that meet the intellectual, social, emotional, and physical needs of all students so that they are able to maximize their learning and achievement.
## 2015-2016
### LCAP Goal #3 Data Results

<table>
<thead>
<tr>
<th>Goal Description</th>
<th>Outcome Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase by .5% district-wide student attendance</td>
<td>District-wide attendance increased by .13%. <strong>Expected outcome was not met.</strong></td>
</tr>
<tr>
<td>Decrease by .5% district-wide truancy rates</td>
<td>District-wide truancy rates. Data not accurate due to reporting inconsistencies.</td>
</tr>
<tr>
<td>Decrease by .5% district-wide student chronic absentee rates</td>
<td>District-wide student chronic absenteeism. Data not available until next year.</td>
</tr>
<tr>
<td>Decrease by .5% district-wide student suspensions</td>
<td>District-wide student suspensions decreased by .7%. <strong>Expected outcome was met.</strong></td>
</tr>
<tr>
<td>Decrease by .2% district-wide student expulsions</td>
<td>District-wide student expulsions decreased by .04%. <strong>Expected outcome was not met.</strong></td>
</tr>
<tr>
<td>Increase by .5% district-wide graduation rates</td>
<td>District-wide student graduation decreased by 5.5%. <strong>Expected outcome was not met.</strong></td>
</tr>
</tbody>
</table>
## 2015-2016 LCAP Goal #3 Data Results

<table>
<thead>
<tr>
<th>Goal Description</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decrease by .5% district-wide high school dropout rates</td>
<td>District-wide high school student dropout rates decreased .14% Expected outcome was not met.</td>
</tr>
<tr>
<td>Decrease by .5% district-wide middle school dropout rates</td>
<td>District-wide middle school student dropout rates have been at 0% the last two years. Expected outcome was met.</td>
</tr>
<tr>
<td>80% of students indicated that they feel safe while at school as measured by the HKS, and parent/student surveys</td>
<td>86% of students reported they feel safe at school as measured by the February 2017 LCAP student survey results. Expected outcome was met.</td>
</tr>
<tr>
<td>90% of school sites will be in good or exemplary condition as measured by F.I.T.</td>
<td>100% of schools ranked in good condition as measured by summer 2016 F.I.T. reports. Expected outcome was met.</td>
</tr>
<tr>
<td>Increase by 10% the amount of parent invitational phone calls sent to unduplicated students as measured by School Messenger data</td>
<td>The number of parents invitational phone calls sent to parents by School Messenger increased by 33% as measured by district School Messenger account. Expected outcome was met.</td>
</tr>
<tr>
<td>LCAP Goal #3 Data Results</td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
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</tr>
</tbody>
</table>
| **Increase by 5% parent use of Aeries Parent Portal as measured by parent sign-in data** | The number of parent Aeries portal accounts increased by 1.07%. Data for # of log-ins is unavailable. Expected outcome undetermined.  
| **Increase by 5% parent volunteer hours at school sites as measured by daily sign-in reports** | The number of volunteer hours at school sites was not consistently tracked last year. 2016-2017 will be our base year for data collection.  
| **Increase by 5% parent attendance at before and after school meetings/events including but not limited to PTSO, SSC, LCAP, Back to School Night, Parent Conferences, Open House as measured by parent sign-in data** | Parent attendance at school-wide events was not consistently tracked last year. 2016-2017 will be our base year for data collection.  
| **Increase by 5% parent education meetings and parent/student events as measured by calendar events** | Opportunities for parent engagement and participation was not consistently tracked last year. 2016-2017 will be our base year for data collection. |
Next Steps:
1. DAC LCAP Team Analyze Data Outcomes
2. Change/Revise LCAP Goals/Actions
3. Prioritize S&LC Allocations
4. Present Recommendations to School Board